

# **DESCRIPTIVE ANALYSIS ON TOEFL PROGRESSION SCORES OF ENGLISH STUDENTS OF FKIP REGULAR A**

**AN ARTICLE**



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# **JURISDICTION RESPONSIBILITY**

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# DESCRIPTIVE ANALYSIS ON TOEFL PROGRESSION SCORES OF ENGLISH STUDENTS OF FKIP REGULAR A

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## **Abstract**

*This research is focused on the analysis on TOEFL progression score of English Study Program students of FKIP regular A registered in academic year of 2005 to 2007, in which the writer is intended to find out about how high the score progress is and why some students do not score well. Based on the problems in this research, it is necessary to determine the appropriate method to obtain the information and data. The method of this research is the way to achieve the purpose of research. The appropriate form of this research is descriptive research. The result of this research shows that the maximum and the minimum TOEFL scored of English Study Program students of FKIP regular A registered in academic year 2005, 2006 and 2007 is getting high from time to time. Actually, the progression is up and down because the number of students who passed the minimum score in academic year 2005 is 63, 63%, then 36, 36% for students in year 2006, and 45, 45% for students in academic year 2007. This condition could be happen when the internal preparation such as: motivation, attitude, personal practice and study habit were applied well..*

**Keywords:** *Toefl Progression Score, Students' Internal Preparation*

## **INTRODUCTION**

The TOEFL test is a test to measure the English proficiency of non-native speakers of English. As we know TOEFL stands for Test of English as Foreign Language. Pamela (2006:10) explains that almost one million students from 180 countries register to take the TOEFL every year at test centers throughout the world. As the results some of the students do not score well because they do not understand well about English. Others do not score well because they do not understand the examination.

The TOEFL test has been employed as one of the requirements for the University of Tanjungpura Students, especially the students of English Department, to measure their quality on English proficiency before they get a bachelor degree.

Based on regulation that is issued by the head of English Study Program of Untan on November 18<sup>th</sup> 2002, TOEFL has become

compulsory test for measuring the students English proficiency. It is said that all of the students of English Study Program are required to have a prediction TOEFL with a minimal 475 score of TOEFL standard measurement before they have the final test for the Bachelor Degree. The test is held by Language Service Centers of Tanjungpura University (UPT Bahasa). The institution that has a legalization to organize this test.

This research is focused on the analysis on TOEFL progression score of English Study Program students of FKIP regular A registered in academic year of 2005 to 2007, in which the writer is intended to find out about how high the score progress is and why some students do not score well. Based on the writer's informal observation previously towards the English Education Study Program students, many of them fail to pass the minimum standard of TOEFL with a 475 score in five times. Eventhough they take English as their specialization in study. This fact stimulated the

writer's curiosity to do further observation and research, that is, to find out how high is the score progress of English Study Program students since 2005 to 2007 and why the students do not score well. Previous research reported that some of them do not score well because they do not understand English. Others do not score well because they do not understand the examination (Sharpe, Pamela:10). By this statement, the writer tried to explore more about the second reason, students do not score well because they do not understand the examination, focus of the research is the learner. Therefore, the finding of this research is expected to be able to take role in improving the quantity of students who can pass the minimum standard of TOEFL in English Study Program.

There are many factors that can influence any student's ability to learn a second or foreign language. Phillips (2003:xvii) said there are three areas students should improve to get well on TOEFL score: knowledge of language skills, test taking strategies and take practice test. It means all of the areas comes from the internal of the students in learning English as a Second Language. Previous research conducted by Wardah (2011:61) concluded that the most influential categories of internal and external factors are attitude and social factors and the correlation is significant with their learning achievement. In this case, writer's assuming learning achievement including four skills that measure in TOEFL test. In this research the writer tried to explore why the students do not score well by investigating the motivation, attitude, personal practice, study habits that come from internal of the students.

Positive attitudes and motivation contribute to successful learning yields. Two key principles seem crucial to the maintenance of motivation: first, motivation must emanate from the learner, rather than be externally regulated by the teacher; second, learners must see themselves as agents of the processes that shape the motivation. By these, motivation will make the English Students can get maximum TOELF score. Students' attitude influences the process and result of learning. It means the

students' attitude in learning TOEFL describes what the student does before and after doing TOELF test. Then, personal practice helps the students get deeper understanding of the model of the test, and the direction in every section of test. The students will be more familiar with the language of native speaker in the test, can evaluate personal ability in every section test. Good study habits help students to learn effectively because they apply good activities that help them to get maximum score on TOEFL test.

Based on the explanation above, the writer is interested to investigate the internal preparation of the students who do not score well on TOEFL test with the expectation that the findings of the research can contribute for improving of the quantity of students that can pass the minimum standard of TOEFL score in English Study Program.

## **METHOD OF RESEARCH**

Based on the problems in this research, it is necessary to determine the appropriate method to obtain the information and data. The method of this research is the way to achieve the purpose of research. The appropriate form of this research is descriptive research. Sukmadinata (2006:72) said descriptive research is kinds of research that is conducted to describe the phenomena, it's concerned with nature or human being. The phenomena can be object, activity, characteristic, alteration, correlation, similarity and dissimilarity of phenomena one another. Form of this research is descriptive method because it is conducted to get information on the progress of TOEFL score of English Study Program students of FKIP regular A registered in academic year 2005, 2006 and 2007, and describe the internal preparation of English study program on TOEFL test.

### **Population**

The population of this research is the students in the year 2005, 2006, 2007 of English Study Program in FKIP. That is, students in regular A which consist of 133

students and have already followed the TOEFL test at least three times.

#### Sample

In this research, the writer took 33 students. Arikunto (2002:112) explains that for estimation if the number of subject of a research is less than 100, it is better than take the entire subject as the sample so the research is in form of population research, if the research has larger of subject it is better to take the sample between 10-15% or 20-25% or more. The students were selected as the sample by using proportionate stratified random sampling.

Therefore, from 133 total population that consist of 65 the students in academic year of 2005, 51 students in academic year of 2006 and 17 students in academic year of 2007. In this research the writer involve averagely 11 students from every academic year. The total sample is 33 students.

In solving the research problems, the writer has to consider the suitable technique and relevant tools. In this research, the writer applies documentary technique and indirect communication technique. Indirect communication technique is the technique that collects the data by indirect communication tools.

#### Documentary technique

The first technique used in this research is documentary technique. Documentary technique was selected to gather the data about the amounts of English Study Program students registered in academic year 2005, 2006, and 2007 who have already taken the TOEFL test. It was obtained from Academic Campus and Language Service Centers or (UPT Bahasa UNTAN).

#### The indirect communication technique

The indirect communication technique is used to obtain data about the internal preparation of English Study Program students in academic year of 2005, 2006, and 2007 on TOEFL test. The tool used to collect the data by distributing the questionnaire to explore about the internal preparation such as students' motivation, attitude, personal practice, and

study habits to get success on TOEFL test and get the standard minimum score for English students department. The questionnaire consists of 25 questions, it is supplied to the students and the students answer the questionnaire based on their real condition and situation.

There are two steps of data analysis that are used in this research. First, the writer analyzed the progression of TOEFL score of English Study Program students registered in academic year 2005, 2006, and 2007 who have taken the TOEFL test for three times in order to get the number of students who can get the passing grade of score 480 and the students who can't get the 480 score in three time of the test. Second, the writer analyzed the internal preparation of English students to get success on TOEFL test.

#### Analysis of TOEFL progression score.

The writer used the documentary technique to analyze the TOEFL progression score of English Study Program students of FKIP registered in academic year 2005, 2006, 2007. Then, the After the data is tabulated, the writer calculated the number of students who got score 480 or more ( $\geq 480$ ) and the students who didn't get 480 ( $< 480$ ) for each academic of year. Then, the writer made the percentage by using the formula below.

$$\% ES = \frac{\sum x}{N}$$

(Arikunto, 2002: 243)

Note:

% ES = The percentage of the students who exhibited of the score for each academic year.

$\sum x$  = number of students who got  $< 480$  or  $\geq 480$

$N$  = Total sample for each academic of year writer identified the lowest and the highest score.

#### Analysis on the students' internal preparation on TOEFL test.

The writer used questionnaire to analyze the students' internal preparation. The writer created a set of questionnaire that consists of 25 questions that have 5 options answer, each alternative option has a score that the range is

5-1. In this questionnaire, every option has each score based on the frequency of the answer. This questionnaire is calculated into quantitative data. The highest score if the sample of this research answer option A (Always), and the lowest score if the sample answer option E (Never). Explanation above based on Likert Scale cited in Sugiyono (2011:93). Likert scale is the scale that is used to measure the attitude, opinion, and perception of a person or groups about the social phenomenon. So, the score of the questionnaire was computed by using Likert Scale. The criteria are drawn on the table below

The writer used a formula to investigate the internal preparation of the students on TOEFL test. The formula used to obtain the mean score of each type of the students' internal preparation is:

$$M = \frac{\sum x}{N}$$

Note :

- M : mean score of the internal preparation  
 $\sum x$  : the sum of the students' score of each specification.  
 N : the total score of question item of each specification

Moreover, the writer investigated the mean scores of the students for each factor of the internal factors. Those are motivation, attitude, personal practices and study habits. The factors from the highest to the lowest were considered to describe the effect of internal factors to TOEFL scores. The table distribution of the students' mean score and the dominant factors for each academic year will be presented.

The percentage of the student who exhibited each type of the internal factor was also found to make sure the result of mean score.

The formula below that was used to find percentage:

$$\% ES = \frac{\sum x}{N} \times 100$$

(Arikunto, 2002:243)

Note:

- % ES = the percentage of the students who exhibited each type of internal factors.

$\sum x$  = the sum of the students who exhibited for each specification factor

N = the total of sample

## RESEARCH FINDINGS AND DISCUSSION

As mentioned previously, in this research the writer explored about the progression of TOEFL score of English students in academic year 2005, 2006 and 2007 then analyzed their internal preparation. The students' internal preparation consists of motivation, attitude, personal practices and study habits. Therefore, the research findings are discussed below

Analysis of TOEFL progression score.

From the documentary technique the writer found the maximum TOEFL score for each academic year of English study program students is different. The maximum TOEFL score that achieved by the students in academic year 2005 is 513, then 510 for the students in academic year 2006, and 537 for the students in academic year 2007. After that, the minimum TOEFL score that achieved by the students in academic year 2005 is 324, 353 for the students in academic year 2006 and 354 for the students in academic year 2007. The table below show the result.

**Tabel 1. Table of TOEFL score of students in academic year 2005**

No	Name of Students	1 <sup>st</sup> score	2 <sup>nd</sup> score	3 <sup>rd</sup> score	minimum	Maximum
1.	A	418	452	480	418	480
2.	B	428	440	502	428	502
3.	I	420	432	483	420	483
4.	J	324	432	483	324	483
5.	L	465	470	483	465	483
6.	M	441	470	513	441	513
7.	N	419	448	492	419	492
8.	Q	454	420	453	420	454
9.	S	395	429	467	395	467
10.	AC	438	441	439	438	441
11.	AF	380	403	449	380	449

**Tabel 2. Table of TOEFL score of students in academic year 2005**

No	Name of Students	1 <sup>st</sup> score	2 <sup>nd</sup> score	3 <sup>rd</sup> score	minimum	Maximum
1.	C	448	479	510	448	510
2.	F	370	420	480	370	480
3.	O	472	474	499	472	499
4.	P	450	464	480	450	480
5.	T	458	452	463	452	463
6.	U	452	457	453	452	457
7.	V	367	438	420	367	438
8.	W	353	356	391	353	391
9.	Z	418	408	450	408	450
10.	AE	353	377	439	353	439
11.	AG	395	408	457	395	457

**Table 3. Table of TOEFL score students in academic year 2007**

No	Name of Students	1 <sup>st</sup> score	2 <sup>nd</sup> score	3 <sup>rd</sup> score	minimum	Maximum
1.	D	448	463	510	448	510
2.	E	363	393	486	363	486
3.	G	393	402	480	393	480
4.	H	467	478	537	467	537
5.	K	452	454	498	452	498
6.	R	309	364	397	354	397
7.	X	468	453	462	453	468
8.	Y	395	430	453	395	453

9.	AA	461	471	476	461	476
10.	AB	462	458	471	458	471
11.	AD	402	430	460	402	460

The table above explains that the TOEFL score is higher from year to year. There is progress for the maximum and the minimum score.

In contrary, the number of students who can pass the TOEFL score for each academic year is like roller coaster. The data is presented in percentage. And it was calculated by a formula from Arikunto:

$$(\% ES = \frac{\sum x}{N} \times 100)$$

The result shows a progress. For academic year 2005, There are 7 students who can pass the minimum TOEFL score ( $\geq 480$ ) from 11 students as sample. It means that there is 63, 63 % students can pass the minimum score, and 36, 36 % who did not passed the minimum score ( $< 480$ ) or 4 students. But, in academic year 2006, there are 4 students can passed the minimum TOEFL score ( $\geq 480$ ), it means 36, 36 % students. And there are 7 students who did not passed the minimum TOEFL score ( $< 480$ ), it means 63, 63 % students. The next academic year, the result of number students that can pass the minimum TOEFL score ( $\geq 480$ ) is 5, it means 45, 45% and the number students who did not pass the minimum TOEFL score are 6 students. It means 54, 54% from the total number of sample for each academic year.

Referring to the percentages above, in academic year 2005 the number of students who can pass the minimum TOEFL score is higher than in academic year 2006 and 2007. But, the percentages of students in academic year 2006 is lower than 2007. From the three academic years, the students of 2005 is the highest and the students of 2006 is the lowest.

Analysis on the students' internal preparation on TOEFL test.

The writer uses 2 formulas to get the result of students' internal preparation on TOEFL test.

They are ( $M = \frac{\sum x}{N}$ ) for the mean score and ( $\% ES = \frac{\sum x}{N} \times 100$ ) for the percentage, both of this formula from Arikunto (2002:243)

Before the writer applied those two formulas, the data had been divided into 2 groups. The groups are the students who can pass the TOEFL scores ( $\geq 480$ ) and the students who did not pass it ( $< 480$ ). The academic year is aborted.

After the students were grouped, the writer calculated the mean score of each student based on their questionnaire' answer

As mentioned before that the students' internal preparation on TOEFL test consists of 4 specifications. They are motivation, attitude, personal practices and study habits. The data were tabulated after the questionnaires were collected based on the specification. Motivation (questions number 1-3), attitude (questions number 4-8), personal practice (questions number 9-14) and study habits (questions number 15-25). The mean score were calculated, then , they were compared.

After the data were compared, the writer made the percentage. The percentage of the students' internal preparation was calculated by certain formula ( $\% ES = \frac{\sum x}{N} \times 100$ ) from Arikunto. Referring the computation, the percentage of the students who exhibited the internal preparation from the students who can pass the passing TOEFL score ( $\geq 480$ ); they are motivation (77, 1%), attitude (71 %), personal practice (60, 43 %), study habits (63, 08%). And the students who did not pass the passing TOEFL score ( $< 480$ ); they are motivation (70, 84%). Attitude (66, 5%), personal practice (60, 43 %), study habits (57, 83%)

**DISCUSSION**

The analysis of data collected through the documentary data and the questionnaires from the English study program students of FKIP regular A registered in academic year of 2005, 2006 and 2007, the writer found that the maximum TOEFL score and the minimum



TOEFL score from year to year is getting high. For example: the minimum score of English study program students of FKIP registered in academic year of 2005 is 324 then the minimum TOEFL score of English study program students of FKIP in academic year of 2006 is 353 and in academic year of 2007 is 354. The maximum score is 513 for the students in academic year 2005, 510 for the students in academic year 2006 and 537 for the students in academic year 2007.

But, contrast for the number of students who did not pass the TOEFL score from year to year is up and down. The number of students who can pass the TOEFL score in academic year 2005 is 7 students (63, 63%) and 4 students (36, 36%) who did not pass it. Next in academic year 2006 the number of students who can pass are 4 students (36, 36%) and 7 students (63, 63%) who did not pass the TOEFL score. And in academic year 2007 the number of students who can pass it is 5 (45, 45%) and 6 (54, 54%) who did not pass the TOEFL score. The result shows that the progress is up and down from year to year.

From the analysis of the questionnaire, the writer found that there were correlation between motivation, attitude, personal practice and study habits with the TOEFL score. From the group of students that can pass the passing TOEFL score ( $\geq 480$ ), the data shows that motivation (77,1%) is the main internal preparation for students to success on TOEFL, after that attitude (71%), study habits (63,08%) and personal practice (60,43%). It means that when the English study program students wanted to get success on TOEFL score, they needed to have big motivation from within, positive attitude toward their ability, have a good study habits and always do personal practice.

From the group of students that did not pass the passing TOEFL score ( $< 480$ ), the data shows that when the motivation is low (70, 84%) the other preparation is also low. They are attitude (66, 5%), personal practice (60, 43%) and study habits (57, 83%).

## CONCLUSION AND SUGGESTION

### Conclusion

The maximum and the minimum TOEFL score of English study program students of

FKIP regular A registered in academic year 2005, 2006 and 2007 is getting high from time to time. From the minimum score is 324 goes to 353 and the last is 354. Then, the maximum score is 513 goes to 510 and the last 537. But, the maximum and the minimum score did not describe the progression of the TOEFL score. The progression is shown by the data about the number of students who did and did not pass the TOEFL score. Based on the finding in chapter four, the progress of students from every academic year is instability. Because in academic year 2005 the students that can pass the score is 7 students (63, 63%), in academic year 2006 there are 4 students (36, 36%) and in academic 2007 there are 5 students (45, 45%). This condition could be happen when the 4 internal preparation are applies well. The group of students who can pass the passing TOEFL score have a big motivation from within to get success on TOEFL score, then their motivation made their attitude is positive, and their study habits is good, so they like to do personal practice to get success on TOEFL test. But, the group of students who did not pass the passing score ( $< 480$ ), they were started with low motivation from within, then this condition made their attitude, personal practice and study habits are also low.

### Suggestion

The students should keep their motivation to get success on TOEFL test from the first year in campus by asking and cooperating with the lecture that has relationship with TOEFL.

The students should have positive attitude toward their ability to get success on TOEFL test by doing personal practice regularly and build good study habits from the first year.

The suggestion for the next research is to find out the factors that make the result of TOEFL score always different in every test.

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